

2022 Annual Report

Barrack Heights Public School



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Introduction

The Annual Report for 2022 is provided to the community of Barrack Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Barrack Heights Public School, we are dedicated to providing a highly supportive and inclusive environment; empowering our students to unlock their potential by transforming individualised learning outcomes to become productive citizens.

Our school promotes a dynamic atmosphere of engagement in school life, where self-motivated learners can become confident and creative individuals, prepared to take the journey into tomorrow's world of education by embracing change and using their skills as a learner to tackle challenge.

Barrack Heights Public School will be the community's leader of education - enabling engagement, innovation and shared partnerships in learning for all - ensuring a rewarding and productive contribution to society.

As a community, we are creating tomorrow's leading learner through a culture underpinned by high expectations and evidence-based decision making. By providing rich and authentic learning experiences, we demonstrate sustained dedication to quality teaching, learning and success.

Our school ethos is built around high expectations and a commitment to excellence in learning and life. At Barrack Heights Public School, there is an expectation that every student will thrive in our school environment.

School context

Barrack Heights Public School (est 1976) is located within the scenic coastal township of Shellharbour on the New South Wales South Coast Region. The current school population comprises approximately 200 students from diverse cultural and socio-economic backgrounds.

Our proud public school fosters a sense of belonging for all in a supportive and inclusive community by nurturing the social success of each individual and maintaining a positive and empowering learning environment.

Barrack Heights successfully caters for all our students, empowering them to realise their potential and strive for success. We pride ourselves on developing the whole child and catering for individual differences in all our mainstream and support unit classrooms.

Barrack Heights Public School is well known for our committed teachers and rigorous curriculum opportunities focused on learning and living. As a future focused school, we use digital technologies to spark curiosity, engage our learners and create a passion for knowledge and understanding.

Through embracing the philosophy of every child, every opportunity, Barrack Heights Public School students' educational experiences are further extended by enrichment opportunities in sport, music, culture and STEM, as well as targeted progressive learning programs for students with additional learning needs.

The school continues to build on quality teaching, learning and leadership practices with a committed focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.

Our school caters for students from a vast range of backgrounds including 25% of student body identifying as having an Aboriginal background and 19% of students have English as a Second Language.

The active P&C Association helps establish strong ties with our community and is the connecting link between home and school. Consistent feedback is sought from all members of the school community to underpin ongoing school improvement.

Barrack Heights Public School are dedicated partners in the Challenging Learning Movement and part of the high performing network Social Ventures Australia as a Bright Spot Schools Connection hub. The strong links with our local Jurbosay AECG and Community, will continue to drive learning and culture within our school and support high aspirations for our Aboriginal students.

Following the rigorous situational analysis process and authentic consultation with our stakeholders, including our local AECG, our school and community identified three areas to focus on for this Strategic Improvement Plan. These high impact areas for further development have been clearly stated and they will be the driving factors which stimulate long lasting improvements in not only teaching practice, but student learning outcomes.

The school motto of '*Learning Together, Thriving Together*' is reflective of the school environment we are creating to ensure each student, educator, family and community member has limitless opportunities in learning and life.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning growth of all students beyond the normal developmental curve in reading and numeracy to shift student learning away from just attainment to optimal growth. This will be achieved through a concentrated approach to explicit teaching, a culture of high expectations and effective data practices which are responsive and agile.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Agile and responsive literacy and numeracy practices
- Data driven practice
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$350,500.32

Low level adjustment for disability: \$75,967.20

AP Curriculum & Instruction: \$70,265.40

Integration funding support: \$51,699.00

QTSS release: \$15,974.06

English language proficiency: \$7,549.00

Professional learning: \$21,268.00

Summary of progress

The focus for 2022 involved gaining strong traction and embedding our current school initiatives. This involved embedding a cyclic, responsive and agile approach to literacy and numeracy teaching practice. This approach was determined by aggregate and granular data analysis to ensure learning was appropriately differentiated to student need and targeted to identified focus areas. In 2022 we ensured effective strategies, practices and processes for data analysis and reflection were used for responsive and targeted curriculum delivery in all classrooms and although there is still room for improvement, considerable gains were made. The development of school-wide explicit teaching practices which build on students previous understanding of related concepts to maximise student learning opportunities saw further improvement and this focus will continue into 2023.

As a result of these focus areas, we see a more consistent and streamlined approach to explicit teaching and data driven practice in all classrooms. Data is effectively being used to drive quality learning opportunities and the targeted professional learning is ensuring all teachers are mentored at their point of need in literacy and numeracy practice.

Next year the focus will be to:

- Expertly deploy staff to have quality impact on the learning and living outcomes of Barrack Heights students.
- Further finetune our differentiated professional learning model for teachers. The introduction of a team-teaching element in the Teaching Sprint cycle will be added to ensure teachers can see their learning in action as well as reflect on the elements of the Quality Teaching Framework.
- Continue to provide targeted data drill sessions, explicit teacher focus and further planning time for teachers and leaders.
- Provide tailored support for the roll out of new curriculum documents and ensure a streamlined and supported approach for all teachers and classrooms.
- Expand the 2022 Aboriginal Histories and Culture Instructional Leader initiative to include all classes and develop a succession plan to involve all Aboriginal teachers at BHPS.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By the end of 2022, BHPS will achieve <i>sustaining and growing</i> in the elements	Self-assessment against the School Excellence Framework in the elements <i>Curriculum, Assessment and Student Performance Measures</i> shows the

of Curriculum, Assessment and Student Performance Measures as measured by the School Excellence Framework.	school currently performing at Sustaining and Growing.
A minimum improvement of 15% of students in the top two bands or above in reading as per our upper bound system negotiated target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 21.62%, indicating progress towards the lower bound system negotiated target.
A minimum improvement of 15% of students in the top two bands or above in numeracy as per our upper bound system negotiated target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 13.16%, indicating progress towards the lower bound system negotiated target.
Increase the proportion of Aboriginal students in the top three bands of reading by 20%.	57% of Aboriginal students achieved results in the top 3 NAPLAN bands in reading indicating achievement of the system negotiated target.
Increase the proportion of Aboriginal students in the top three bands of numeracy by 20%.	12.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the system negotiated lower bound target.
Increase the percentage of students achieving expected growth by 20% in reading as per our upper bound system negotiated target.	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>However, internal school measures indicate positive growth in student achievement and classroom practice compared to 2021 results.</p>
Increase the percentage of students achieving expected growth by 20% in numeracy as per our upper bound system negotiated target.	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>However, internal school measures indicate positive growth in student achievement and classroom practice compared to 2021 results.</p>
100% teaching and learning is driven by informed decision making and quality teaching pedagogy in the area of number.	Self-evaluation and internal data indicates 100% of teachers are supported to use data to drive decision making in the area of number.

Strategic Direction 2: Creating the Learning Launchpad

Purpose

To use best practice to excite, engage and enrich the learning of all students through great teaching and inspired learning. In order to maximise student learning outcomes, we will create life-long and adaptive learners who strive for excellence in a culture of dynamic expectations where every teacher and student accesses personalised learning. Learning will be strongly supported by our wellbeing interventions and a clear and concise school structure, which in turn will be the launchpad for the optimal learning environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning
- Wellbeing
- Strong Structures

Resources allocated to this strategic direction

Socio-economic background: \$11,492.00

Aboriginal background: \$79,430.00

Low level adjustment for disability: \$66,968.00

QTSS release: \$15,974.00

Integration funding support: \$51,699.00

AP Curriculum & Instruction: \$70,267.00

English language proficiency: \$7,000.00

Professional learning: \$0.00

Summary of progress

The focus for 2022 was on ensuring our initiatives were consistent, streamlined and quality allowing all students and educators to exist in a thriving school environment. This involved actively embarking on a journey to embed a learning culture which empowers learners to take ownership of their learning. Although still in the infancy of this journey, classrooms focused on developing habits of an effective learner and the skills required to be successful in engaging in challenge to stimulate curiosity. The Positive Behaviour Support (PBS) journey to establish proactive practices and structures that support student wellbeing was another clear focus of 2022. School-wide consistency created an environment where students can flourish and access learning which is not only tailored to their individual academic needs, but their social and emotional wellbeing needs. By working towards embedding strong school procedures and processes which develop a school-wide, shared responsibility for student learning and success we have started to establish a culture of continuous professional improvement.

Next year, the focus will be:

- Strategic staff deployment to ensure quality teaching and learning opportunities are consistently afforded to all BHPS students.
- Continuing to engage with the Challenging Learning cohort of schools and leaders to further embed the process of learning to the culture of Barrack Heights Public School.
- Further developing the practices of both the Learning and Wellbeing Team and Learning and Support structure to ensure all students at BHPS are supported, regardless of need.
- Deeply embedding the school values and expectations through PBS, including a consistent approach to positive behaviour, classroom and playground systems and a proactive approach to learning and engagement.
- Further develop relationships with Social Ventures Australia (SVA) Bright Spot Connection Schools and mentors to support the implementation of the BHPS Program Logic, enabling teachers to be learners themselves.
- Continue to streamline whole school practices to support quality teaching and learning experiences.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

By the end of 2022, BHPS will achieve <i>sustaining and growing</i> in the element of <i>Learning Culture</i> as measured by the School Excellence Framework. This will be evidenced by the themes of High Expectations and Attendance.	Self-assessment against the School Excellence Framework in the element <i>Learning Culture</i> shows the school currently performing at <i>Sustaining and Growing</i> for these elements. In the area of high expectations there is demonstrated commitment within the school community that all students make learning progress. In the area of attendance, our data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
Increase the proportion of students attending 90% of the time by a minimum of 5% to be at or above the system negotiated lower bound target.	The number of students attending greater than 90% or more for the year is 34.09% indicating progress toward the lower bound target. An improvement in Term 3 data saw 38.9% of students attending at or above 90% attendance, with a further improvement in Term 4 data showing 47.8% of students above 90%.
By the end of 2022, students at BHPS will use identified habits of a successful learner to deeply engage in learning opportunities.	Student response data indicated 100% of students could articulate at least one habit a successful learner required to deeply engage in learning opportunities.
By the end of 2022, evidence of effective dialogue techniques to engage learners in the process of learning will be visible in all classrooms.	By the end of 2022, 100% of BHPS classrooms had effectively implemented effective dialogue strategies to engage their learners in the learning process.
Tell Them from Me Wellbeing data has improved by 5% to reach or exceed the lower bound system negotiated target in the areas of <i>students with positive wellbeing, sense of belonging, advocacy and expectations of success</i> .	<p>TTFM results indicate that 80.42% of students identify as having positive wellbeing at school.</p> <p>At the end of 2022, 61% of girls and 63% of boys indicated they felt accepted and valued by their peers and by others at our school. Data indicates BHPS rates at 7.4 out of 10 for students feeling they have someone at school who consistently provided encouragement and can be turned to for advice. The NSW DoE average was 7.7 for this element. In the element Expectations for success, the school mean is 7.2/10 for school staff emphasise academic skills and hold high expectations for all students to succeed.</p>

Strategic Direction 3: Building the Learning Community

Purpose

By establishing powerful partnerships, strong foundations of collaboration and encouraging student agency, BHPS will build upon the collective genius of others to create a culture of inspired change makers who are curious and empowered to be active citizens in society.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Powerful Partnerships
- Collaborative Practice
- Student Agency

Resources allocated to this strategic direction

Socio-economic background: \$34,492.00

Low level adjustment for disability: \$45,969.00

AP Curriculum & Instruction: \$70,267.00

QTSS release: \$15,974.00

Professional learning: \$0.00

Aboriginal background: \$0.00

Per capita: \$850.00

Summary of progress

The focus for 2022 was on strengthening powerful partnerships with not only outside agencies, but organisations and communities of practice to drive school improvement opportunities for students and enrich quality teaching practice for the educators at Barrack Heights Public School.

This involved the connection with outside support agencies such as Social Ventures Australia - Bright Spot School Connection and Schools Plus to create successful initiatives in our school. The partnership with Schools Plus saw the school receive a \$30,000 grant to set up and run a playgroup. The aim of this playgroup was to build knowledge on the need for early intervention and create a space where preschool children and their families could build positive partnerships with the school, teachers and other members of the school community. The Bright Spot School Connection was leveraged to initiate opportunities for our teachers and students to interact and collaborate with similar schools to drive school improvement.

The re-focus of the BHPS professional learning model saw teachers work together collaboratively in targeted professional learning one hour per week with their stage team and Assistant Principal Curriculum Instruction. This targeted PL approach enabled teachers to walk through the new curriculum and have their learning needs met at their individual point of need.

Next year the focus will be:

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By the end of 2022, BHPS will have leveraged connections made through Social ventures Australia to establish a strong professional learning culture at BHPS as per our Program Logic.	Reflecting on the 2022 SVA Program Logic, BHPS is sitting tightly under the improvement plan to create and embed a strong professional learning culture for all staff. The tailored model in 2022 saw all staff participate in targeted learning at their point of need. Plans for 2023 will be to support this model with coaching and mentoring in the classrooms.
Establish leadership opportunities for students to use their voices to drive initiatives in the school.	Student leadership opportunities, whilst more than in previous years, did not meet planned levels. Students had ample opportunity to learn and practise the skills of great leadership, however COVID hindered their ability to lead

Establish leadership opportunities for students to use their voices to drive initiatives in the school.	whole school events and participate in high level leadership opportunities outside the school.
Establish a Challenging Learning Leadership Team to drive Challenging Learning in the school.	By the end of 2022, a new Challenging Learning Team was established and a structured 2023 implementation plan was put in place to support the gradual release of responsibility in Challenging Learning.
By the end of 2022, all staff at BHPS will have engaged in cultural experiences and mentoring in Aboriginal Education to gain a deeper understanding of how to authentically engage with our students, our Community and Aboriginal Education.	<p>Through mentoring and instructional leadership opportunities, all classroom teachers and support staff were involved in Aboriginal histories and cultural lessons.</p> <p>Due to inclement weather, the planned Gummarra cultural experience opportunity was postponed until 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$103,398.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barrack Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Learning • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of PBS • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals and PLSPs being regularly updated to be responsive to student learning needs. 100% of identified students were provided with one to one intervention from SLSO's in the classroom and in the playground, based on their level of need., with five additional staff being employed to assist students with additional learning needs. Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) with Assistant Principal Learning and Support or Stage Leaders was implemented. Consultation time with parents and the Learning and Support Team (LST) was scheduled to develop Personalised Learning and Support Plans (PLSPs). An improvement in the wellbeing and confidence levels of the targeted students was evidenced by teacher observations, notes and parent feedback</p> <p>After evaluation, the next steps to support our students will be: to engage in tighter goal-setting processes where student voice and feedback is utilised to create goals and determine success. This will ensure support staff have a clear understanding of the specific needs of the student and engage in professional learning opportunities to support targeted students. The school will create a tracking system where goals and supports are monitored and evaluated both on an individual basis and through a whole school lens.</p>
<p>Professional learning</p> <p>\$21,268.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Barrack Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Learning • Powerful Partnerships • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

<p>Professional learning</p> <p>\$21,268.00</p>	<ul style="list-style-type: none"> • engaging an additional teacher to support the release of classroom teachers to participate in weekly targeted professional learning • creation of a professional learning hub to access readings, evidence, research and provide feedback and insight on new learning <p>The allocation of this funding has resulted in the following impact: a targeted small group professional learning model differentiated to teachers' emerging needs being created and implemented both face to face and on an online platform. Teacher learning was individualised and developed at the point of need in a teaching sprint cycle. In addition, professional learning in Challenging Learning and our Positive Behaviour Strategy was accessed by all BHPS teachers and supported in classrooms.</p> <p>After evaluation, the next steps to support our students will be: continue with the small group targeted professional learning at teachers' point of need. In addition, BHPS will continue to engage in professional learning opportunities which extend the capacity of staff and support teachers in their professional development. The addition of a twice termly planning day will ensure teachers have the opportunity to engage in targeted professional learning, planning opportunities for the new curriculum to ensure professional learning transfers into quality classroom practice.</p>
<p>Socio-economic background</p> <p>\$396,484.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barrack Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Learning • Wellbeing • Powerful Partnerships • Collaborative Practice • Explicit Teaching • Strong Structures • Student Agency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support specific program implementation • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results indicated achievement above state and statistically similar school groups (SSSG). Year 3 and 5 NAPLAN Reading was above both state and SSSG. Year 5 demonstrated a lift in writing from a raw score 366 in 2018 to 387 in 2022. Year 5 NAPLAN Numeracy above SSSG and above state and statistically similar school groups (SSSG). 100% of identified students were provided with one to one intervention from SLSO's in the classroom and in the playground, based on their level of need. NAPLAN value added across Years 3-5 and 5-7 continues to be maintained at sustaining and growing.</p> <p>After evaluation, the next steps to support our students will be: the development of a Learning and Wellbeing Team which focuses on both the learning of each individual student as well as the wrap around services that help our children engage successfully in school life. The school will diversify the role of the learning and wellbeing team, employing a para-professional to further improve the wrap-around learning and wellbeing strategies at BHPS and re-defining the school engagement officer position to lift attendance rates and create stronger ties with the school community.</p>

<p>Aboriginal background</p> <p>\$79,430.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barrack Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning • Wellbeing • Collaborative Practice • Strong Structures <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: the employment of an Aboriginal Student Learning Support Officer and an additional staff member in the role of an Aboriginal Culture and Curriculum Teacher. These staff members were utilised both in the classrooms and provided targeted lessons to both students and teachers. These educators implemented learning initiatives in our Ngargins room for more targeted cultural learning and delivered quality professional learning and instructional leadership to our teachers. The Aboriginal background funding supported the release of staff for PLP meetings to set and monitor the achievement of Indigenous students. In addition, this funding positively impacted 100% of Aboriginal students by providing access to expert literacy and numeracy intervention teachers as well as the development of an inclusive culture centre for all students to create an optimal learning environment.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ an Aboriginal AEO and Histories and Cultures specialist teacher to deeply embed Aboriginal Education into Barrack Heights Public School. In addition, the introduction of a specialist intervention teacher who focuses on improving the learning outcomes of 100% of Aboriginal students at BHPS.</p>
<p>English language proficiency</p> <p>\$14,549.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Barrack Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Learning • Wellbeing • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms

<p>English language proficiency</p> <p>\$14,549.00</p>	<p>The allocation of this funding has resulted in the following impact: the engagement in professional learning with James Nottingham and the Flinders Community of schools. This has resulted in teachers sharing resources and understanding of 'how children learn' and how to effectively use dialogue to support the engagement of all students, including EAL/D. COVID intensive learning support enabled students identified as EAL/D to access targeted and differentiated learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to develop teacher confidence and capacity to design integrated writing units that reflect the needs of all students, including EAL/D learners. Ongoing professional learning in Challenging Learning will identify language and cultural demands across the curriculum and unpack how to effectively use dialogue and feedback to support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$188,904.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Barrack Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Learning • Wellbeing • Powerful Partnerships • Collaborative Practice • Explicit Teaching • Strong Structures <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: creation of a strong team of educators aligning school and Department of Education practices and strategies to support our most vulnerable students. Funding in this area has directly impacted the learning outcomes of BHPS students with over 75% of students requiring learning adjustments. Barrack Heights Public School has achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team through the setting of stronger learning and support structures including, but not limited to: employment and roles of School Learning Support Officers, collection and analysis of NCCD data, processes to identify students requiring integration funding support or support class placement and teacher professional learning.</p>
<p>QTSS release</p> <p>\$47,922.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barrack Heights Public School.</p>

<p>QTSS release</p> <p>\$47,922.06</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Data driven practice • Learning • Powerful Partnerships • Collaborative Practice • Explicit Teaching • Strong Structures <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: strong support structures in our classrooms through the release of supervisors to co-teach, mentor and demonstrate quality practice beside classroom teachers. Targeted comprehension and numeracy groups have occurred through this release allowing a differentiated learning model to be implemented.</p> <p>After evaluation, the next steps to support our students will be: to continue to release two assistant principals to support quality teaching and learning in the classroom through mentoring, coaching, demonstration lessons, observations and the co-creation of targeted professional learning.</p>
<p>COVID ILSP</p> <p>\$231,280.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: data highlights identified students have continued to make growth in their targeted area of need and that growth remains as transition to the classroom occurs. Further granular data analysis needs to continue and data conversations with classroom teachers should occur to ensure growth is continual.</p> <p>After evaluation, the next steps to support our students will be: to continue implementing literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes will continue to be tightened and evaluated ensuring a tailored focus with an evaluative process attached. Granular data analysis and student monitoring will be a focus to ensure all students are supported</p>

<p>COVID ILSP</p> <p>\$231,280.00</p>	<p>as they transition from a small group focus back to the larger classroom.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Agile and responsive literacy and numeracy practices • Data driven practice • Learning • Powerful Partnerships • Collaborative Practice • Explicit Teaching • Strong Structures <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Tailored professional learning groups • Additional weekly professional learning sessions • Development of new curriculum support group • Network partnerships for delivery of the new curriculum <p>The allocation of this funding has resulted in the following impact: 100% of teaching staff engaged in targeted professional learning sessions catered to their point of need. Professional Learning support was provided in classrooms to see research in action. In addition, the APCI was instrumental in the roll out of the K-2 syllabus and support for classroom teachers as a self-adopter school.</p> <p>After evaluation, the next steps to support our students will be: the continual implementation of targeted professional learning in literacy, numeracy and the new curriculum which includes in-class support, demonstration lessons, observations and planning days.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	125	130	106	104
Girls	99	98	94	77

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	93.0	91.8	76.3
1	90.4	92.7	86.6	83.2
2	90.9	91.6	87.8	84.9
3	92.5	93.7	89.6	82.9
4	89.1	91.3	86.6	81.9
5	90.5	89.9	84.2	79.5
6	87.0	90.5	85.7	83.2
All Years	90.2	91.7	87.6	81.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	9.69
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	6.07

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	409,882
Revenue	4,217,836
Appropriation	4,094,824
Sale of Goods and Services	12,367
Grants and contributions	108,396
Investment income	2,249
Expenses	-4,204,514
Employee related	-3,619,848
Operating expenses	-584,666
Surplus / deficit for the year	13,322
Closing Balance	423,204

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	103,398
Equity Total	674,649
Equity - Aboriginal	74,530
Equity - Socio-economic	396,484
Equity - Language	14,549
Equity - Disability	189,086
Base Total	2,354,395
Base - Per Capita	54,882
Base - Location	0
Base - Other	2,299,513
Other Total	485,774
Grand Total	3,618,216

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022, parents and carers were invited to provide feedback through a number of different forums, including but not limited to, phone conversations, online surveys, zoom sessions and through the P&C. BHPS used the captive parent and carer audience when hosting school events, to provide their feedback on school practices, supporting their child, and planning a way forward. Throughout the year, families were overwhelmingly supportive of school priorities and appreciated knowing what was happening in their child's classroom. Parents and carers reported high levels of satisfaction with the school's response to literacy and numeracy, especially the tailored support through learning intervention. Parents and carers reported they felt their child was very well supported by the teachers and educators during the year and communication was clear about expectations in learning, the importance of wellbeing and focusing on the whole child. When asked about their priorities for their child's education, parents and carers said they highly valued their children becoming more confident and independent, developing respectful relationships with peers and staff and developing the skills and habits of an engaged learner. Parent and carer feedback indicated they would like a higher level of school communication in 2023. These aforementioned considerations have been taken into account in 2023 planning.

Students in 2022 had ample opportunity to provide feedback on a range of different topics. A strong opportunity came with our Challenging Learning and Positive Behaviour Support focus areas. Students had the opportunity to feedback to teachers how they felt in the learning tasks, where they believed they succeeded and where they needed to go next in their learning.

Student responses include:

- 89% of students value school outcomes.
- Over 75% of students indicated they try hard to succeed in their learning.
- 87% of students believe they have quality instruction from educators.
- Students gave a mark of 7.8 out of 10 for positive teacher/student relationships.
- A mark of 7.2 out of 10 was given for expectations for success.
- 37% of students strongly agree when they finish school they expect to go to University.

Throughout 2022 BHPS Teachers took part in countless feedback opportunities on a variety of topics. To determine an effective approach to our intended professional learning strategy, teachers were asked a series of questions to determine what quality professional learning looked like, what they needed as a learner to effectively engage in professional learning and what doesn't work for them as learners. Teachers were robust in their feedback indicating that relational trust, transparency and quality use of time were essential elements in the creation of a quality professional learning model.

BHPS Teachers also participated in the Tell Them From Me survey in 2022 and a snapshot of the data is provided below:

- Teachers rated 8.3 out of 10 for (they) work with other teachers to find strategies that increase student engagement.
- A rate of 9.4 out of 10 was given by teachers for setting high expectations for student learning.
- Teachers rated 6.9 out of 10 for teachers in our school share their lesson plans and other materials with each other.
- A rate of 8.1 out of 10 was given by teachers for discussing with students about barriers for learning.
- Teachers rated 7.7 out of 10 for (they) work with school leaders to create a safe and orderly school environment.
- A rate of 7.9 out of 10 teachers indicated they regularly use data from formal assessment tasks to decide whether a concept should be taught another way.
- Teachers rated 9/10 that they make sure that students with special learning needs receive meaningful feedback on their work.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.